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CONNECTICUT SCHOOL DOCUMENT

No. 16—1900

(WHOLE NUMBER—190)

CATALOGUE

STATE NORMAL-TRAINING SCHOOL

WILLIMANTIC, CONNECTICUT

Twelfth Year

1900-1901

1900

MAR 1 1917

MEMBERS

OF THE

State Board of Education

1900

GEORGE E. LOUNSBURY, Governor	Ridgefield
LYMAN A. MILLS, Lieut.-Governor	Middlefield
GEORGE M. CARRINGTON	Winsted
WILLIAM G. SUMNER	New Haven
EDWARD D. ROBBINS	Wethersfield
WILLIAM H. PALMER, Jr.	Norwich

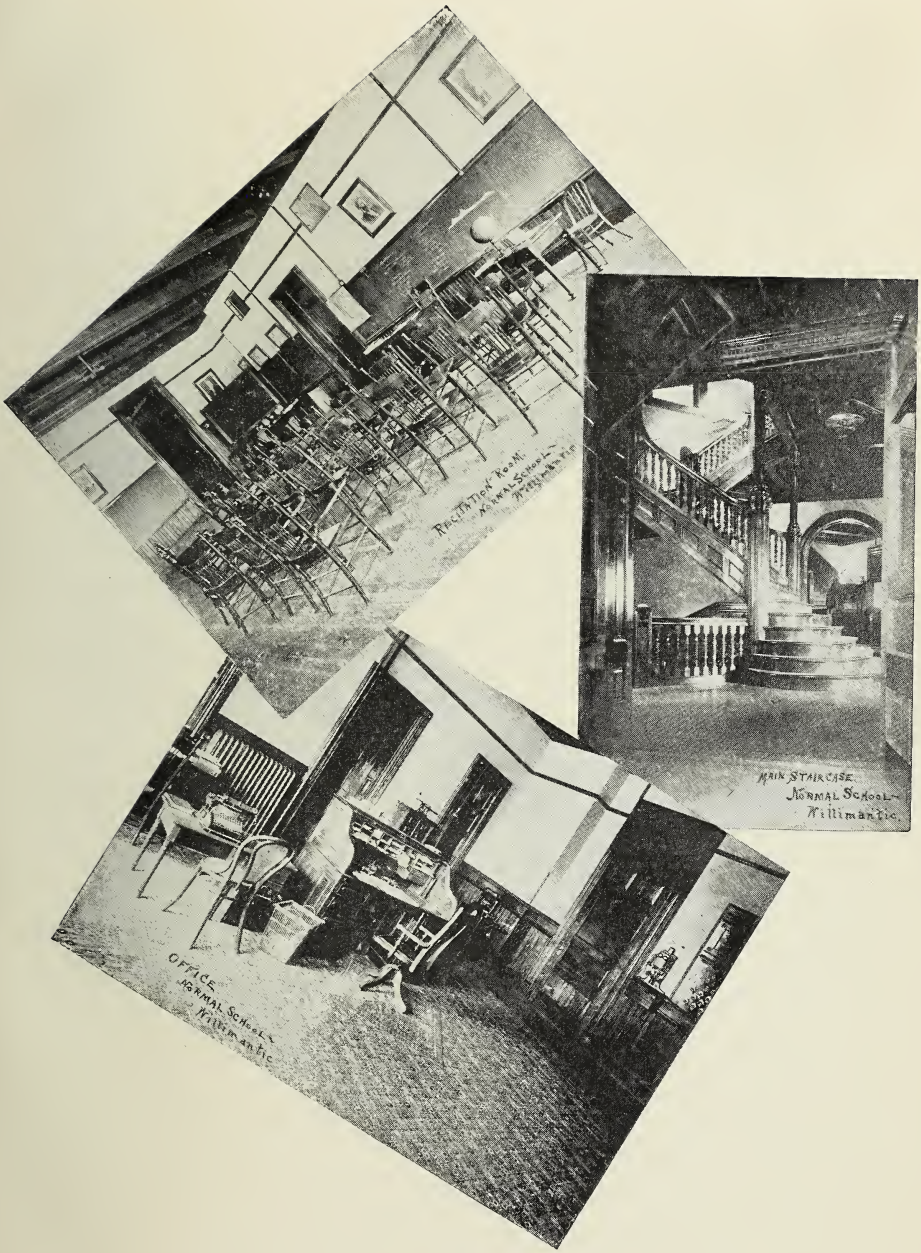
SECRETARY OF THE BOARD

CHARLES D. HINE, Hartford

OFFICE

Room 42, Capitol, Hartford

State Normal School,
Willimantic.


Recitation Room
Normal School
Willimantic
Main Staircase
Normal School
Willimantic
Office
Normal School
Willimantic

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CONTENTS

	PAGE
Members of the State Board of Education	2
Calendar for 1900–1901	4
List of Teachers	5
Government of the School	6
Admission	7
Courses of Instruction	8
General Course	8
Kindergarten Training Course	10
Advanced Courses	11
Admission to Advanced Standing	12
Training	13
Expenses	27
Graduation	28
List of Students	30

NORMAL SCHOOL CALENDAR, 1900–1901

		1900
School year begins	Tuesday morning	September 4
Thanksgiving recess begins	Wednesday night	November 28
Thanksgiving recess ends	Monday morning	December 3
Christmas recess begins	Friday night	December 21
		1901
Christmas recess ends	Wednesday morning	January 2
First half year ends	Friday night	January 25
Second half year begins	Monday morning	January 28
Washington's birthday	Friday	February 22
Spring recess begins	Friday night	March 29
Spring recess ends	Monday morning	April 8
Memorial day	Thursday	May 30
School year ends	Friday	June 21

VACATION

School year begins	Tuesday morning	September 3
Thanksgiving recess begins	Wednesday night	November 27
Thanksgiving recess ends	Monday morning	December 2
Christmas recess begins	Friday night	December 20
Christmas recess ends	Monday morning	December 30

The model and training schools will observe the same calendar as the other public schools in the town.

TEACHERS

George P. Phenix, Principal . . . *Psychology*	122 Windham St.
Jennie E. Chapin . . . . . *Mathematics; Gymnastics; Writing*	333 Prospect St.
Emelene A. Dunn . . . . . *Drawing*	115 Prospect St
Mabel I. Jenkins . . . . . *History; English*	333 Prospect St.
Harriette Wilson . . . . *Music*	17 North St.
Sarah J. Walter . . . . . *Methods; Training*	84 Windham St.
May E. Davison . . . . . *Grade V*	72 Prospect St.
Eliza Graeme Graves . . . . *Kindergarten, Principal*	46 Windham St.
Jennie E. Dennehy . . . . *Grade VII*	13 Turner St.
Lucy Chandler . . . . . *Grade VI*	17 North St.
Frederick W. Staebner . . . . *Science; Geography*	258 Lewiston Ave.
Fannie A. Bishop . . . . . *Kindergarten*	114 Spring St.
Edwin C. Andrews . . . . *Grade VIII*	113 Bridge St.
Margaret A. Egan . . . . *Grade IV*	46 Windham St.
Anna B. Griswold . . . . *Kindergarten*	66 Windham St.
Eliza A. Cheyney . . . . *Grade III*	84 Windham St.
Eliza G. Rawson . . . . . *Librarian*	79 North St.
Blanche E. Henshaw . . . . *Grades I, II*	84 Windham St.

GOVERNMENT OF THE SCHOOLS

The school is conducted under the following law, passed in 1889 (Public Acts 1889, Chapter clxxxvi), and amended in 1893 (Public Acts 1893, Chapter ccxv):

SECTION 1. The State board of education shall maintain normal schools as seminaries for training teachers in the art of instructing and governing in the public schools of this State at the places where such schools are legally established, and such sum as the State board of education may in each year deem necessary for their support, not exceeding eighty thousand dollars for the four normal schools now established, shall be annually paid therefor from the treasury of the State, on the order of said board. But the board shall not expend any money for any normal school hereafter established until the town, city, or city school district in which said school is situated shall have agreed in writing with said board to furnish, and shall have furnished schools in suitable and sufficient school buildings in connection with the training department in said school, the terms of said agreement to be satisfactory to said board; and every such town, city, or city school district is hereby empowered to make and execute such agreements.

SEC. 2. The number of pupils in each school shall be determined by the State board of education. Said board may make regulations governing the admission of candidates. To all pupils admitted to either normal school, all its privileges, including tuition, shall be gratuitous; no persons, however, shall be entitled to these privileges until they have filed with said board a written declaration that their object in securing admission to such school is to become qualified to teach in public schools and that they intend to teach in public schools of this State.

SEC. 3. The school visitors in each town shall annually, upon request, forward to said board the names of such persons as they can recommend as suitable persons in age, character, talents, and attainments, to be received as pupils in said school.

SEC. 4. The State board of education shall expend the funds provided for the support of the normal schools, appoint and remove their teachers, and make rules for their management, shall file semi-annually with the comptroller, to be audited by him, a statement of the receipts and expenses on account of the normal schools, and shall annually make to the governor a report, for transmission to the general assembly, of the condition of these schools and the doings of said board in connection therewith.

SEC. 5. Said board may establish and maintain model schools under permanent teachers approved by it, in which the pupils of the normal schools shall have an opportunity to practice modes of instruction and discipline.

Admission.

Age. — All candidates must be sixteen years of age or over at the time of admission.

Applicants of the prescribed age who present the required testimonials will be admitted to the school upon presentation of satisfactory evidence as to scholarship.

Certificates of graduation from high schools and state teachers' certificates are accepted as evidence.

Successful experience in teaching will also be regarded as satisfactory preparation.

All desiring to enter should correspond with the principal as early as possible.

Testimonials.— Each applicant must bring satisfactory testimonials as to character and attainments from a teacher or a school visitor of the town in which the applicant resides.

Intention to Teach.— The object of this school is to fit young men and young women to teach successfully in the common schools of this State. All applicants must sign a written declaration that their object in securing admission to the school is to become qualified to teach in public schools, and that they intend to engage in that employment in this State.

Education.— A majority of the students in the school have completed a high school course. It is decidedly recommended that all who intend to be teachers procure for themselves, if possible, at least a high school education before entering this school. Those who have a broad education, particularly in literature, history, and physical science, will find that it enables them to avail themselves much more fully of the professional training which this school affords.

Good scholarship and successful work in the model and practice schools are necessary to graduation.

All who remain in the school must satisfy the faculty that they are likely to be useful as teachers.

COURSES OF INSTRUCTION

I. General Course.
II. Kindergarten Training Course.
III. Advanced Courses.

In addition to these, special courses may be arranged to meet individual cases.

I. GENERAL COURSE

The General Course is designed to meet the requirements of those who intend to become teachers in elementary schools. This course is arranged for two years and may be completed in that time by those whose preparation for the work permits.

The course consists of:

1. A review of some of the common school subjects from the teacher's standpoint.
2. The study of certain subjects which should be taught in every common school, but which are often neglected.
3. A study of the laws of mental activity and their relation to teaching.
4. Directed observation of school work.
5. Teaching in public schools daily for twenty weeks.

Pupils are excused from the school when the required work has been completed.

Course of Study

First Term (Sept. 4 — Jan. 25)

American History	20 weeks	4 hours a week
Chemistry	6 "	4 "
Drawing	20 "	4 "
English	20 "	4 "
Gymnastics and Physiology	20 "	4 "
Music	20 "	2 "
Observation and Psychology	20 "	4 "
Penmanship	20 "	1 "
Zoölogy	14 "	4 "

Second Term (Jan. 28 — June 21)

Arithmetic	14 weeks	5 "
Botany	14 "	4 "
Chemistry	6 "	4 "
Drawing,	20 "	4 "
General History	15 "	4 "
Gymnastics and Hygiene	20 "	4 "
Mathematical Geography	6 "	5 "
Mineralogy	5 "	4 "
Music	20 "	2 "
Observation and Psychology	20 "	4 "

Third Term (Sept.— Jan.)

Civil Government	20 weeks	2 "
Drawing	20 "	2 "
Geography	20 "	4 "
Literature	10 "	5 "
Methods	20 "	5 "
Music	20 "	2 "
Observation	10 "	5 "
Training	10 "	5 "
Physics,	20 "	4 "

Fourth Term (Jan.— June)

Teaching in public schools . . 20 weeks all day

II. KINDERGARTEN TRAINING COURSE

All who intend to become kindergartners should possess a thorough knowledge of the elementary English branches, and bring to the work a decided aptitude for dealing with little children.

The Kindergarten training course will require two years. Normal school graduates are usually able to complete the work in one year.

No one will be admitted to the course who has not attained the age of eighteen years, and who cannot sing and play.

Diplomas will be awarded to those who satisfactorily complete the course.

Members of the Kindergarten training class will be required to take the following subjects during the first year with students in the general course:

Chemistry
Physics
Botany and Zoölogy
Physiology and Gymnastics
English (two courses)
Psychology and Observation
Methods
Music
Drawing

Any of these subjects may be omitted on examination as in the general course.

Every forenoon of the second year will be spent in the kindergarten in teaching, and every afternoon in special study of kindergarten work.

The following subjects are considered:

The use of Froebel's Gifts
Games
Literature for children
Drawing
Study of lives of educational reformers
Making plans for regular work and special plans for Thanksgiving, Christmas, Easter, and other special days
Organization

III. ADVANCED COURSES

A. Professional Course.

The aim of this course is to afford an opportunity for a more extended and complete study of pedagogical principles than the time usually allotted in a Normal school course allows.

The professional course will give to those of suitable attainments an opportunity to fit themselves to do training work, and to act as supervisors and principals in public schools. The demand for teachers qualified to fill positions of responsibility is quite beyond the present supply.

Graduates of colleges, Normal school graduates, and teachers of approved scholarship and successful experience are eligible to this course upon presentation of evidence showing their fitness to undertake it. The time is one year.

The plan of work is as follows:

Consideration of subject matter — especially physical and biological science, history, and literature,— from the standpoint of the best teaching
Psychology
History of education
Principles and methods of teaching the common school subjects
School management
Systematic observation of work in all grades below the High school
Making courses of study
Practice in teaching under supervision

B. Scientific Course.

The study of science in elementary schools is gaining ground every year and thorough preparation in this subject is being more and more demanded in the best schools. The range of work offered in the General Course is of necessity quite limited, but the school is able to offer a special course for those desiring to become special teachers or supervisors and for others who wish broader preparation in this subject.

Ever since its establishment this school has regarded science as one of the important elementary subjects, and has from the first maintained in its model schools daily lessons in science throughout the eight grades. Observation and teaching will constitute an essential part of this course.

Effort will be made to give the members of these classes every opportunity possible for such intimate acquaintance with school work as will be most helpful in preparing for positions of responsibility, and such arrangements will be made as will best serve the needs of each individual.

Owing to the special character of the work, membership in these classes will be limited. Only those whose educational and other qualifications warrant will be permitted to enter them.

The advanced courses will begin Tuesday, September 10th.

GENERAL INFORMATION

AIM OF THE SCHOOL

The purpose of the Normal school, as set forth in the law, is to train teachers " in the art of instructing and governing in the public schools of the State."

To train teachers to teach effectively is the aim which the school endeavors to keep most prominently in view. All other considerations yield to this.

LENGTH OF COURSE

The General Course is planned for two years, and may be taken in that time by those whose preparation permits. Those unable to do the required work in that time will remain in the school longer.

ADMISSION TO ADVANCED STANDING

Pupils will be allowed to omit any subjects in the course upon satisfactory evidence of thorough scholarship in these subjects. Special examinations will be given upon application after entrance to the school.

Students who can present a pass card showing that they have passed the State examination in civil government will be excused from that subject.

Time gained by passing subjects on examination may be devoted to special work either in subject matter or in training.

Provided sufficient time can be gained in the manner described, the course may be completed in less than two years. This is, however, generally quite impracticable for those who enter with only such preparation as is usually afforded by high schools.

SPECIAL TRAINING

Graduates of Normal schools who desire further training, but who cannot spend a year in the professional course, will be admitted at any time for a partial course of twenty weeks. During this time special attention will be given to the practical side of the work.

METHODS OF INSTRUCTION IN COMMON SCHOOL SUBJECTS

In the teaching of method, attention is given principally to Reading, Language, and Arithmetic. The course consists of observation of class work with children, followed by discussion of the work observed.

The aim is to give the students an opportunity to come into sympathy with child-life, observe the way the child's mind works in perceiving and appreciating the subject presented, to consider what is to be taught in connection with the given subject and how to teach it.

Arithmetic. — Methods in Arithmetic comprise, after class illustrations, discussion of the following topics:

What a child knows about numbers when he enters school

How and where he gets his number ideas

The use he makes of number relations

How to proceed with a course of study adapted to the child's development.

Reading. — Methods in Reading include the following topics:

What reading is; its importance; its relation to language
How a child learns to read
Character and amount of matter for early lessons
Preparation of reading lessons for all grades
What books are to be read
How to read intelligibly and intelligently

PRACTICAL TEACHING

There are, at present, twenty-one schools, including Kindergartens, available for purposes of observation and training. The practical work required in these schools constitutes a most important feature of the course.

The order of work in the general course is as follows:

1. Study of subject matter
2. Directed observation of work in all grades of model and training schools, one hour daily for fourteen weeks
3. Teaching in the public schools daily for five months

Observation means much more than merely visiting schools. It has an important place on the program throughout the course. Students are expected to prepare the lessons observed in order that they may observe more intelligently. Written reports and conferences follow the observation.

Completion of the first two lines of work enumerated precedes the practice-teaching. Before beginning this part of the course the pupil has seen more of common schools and has received far more in the way of professional preparation than three-fourths of the teachers who every year begin teaching in the public schools of this State; but in addition to this, half a year of teaching in the public schools of the town under competent supervision must be satisfactorily completed before a diploma can be granted.

Each student is assigned to a class and is responsible for the teaching and management for the given term.

Daily conferences held immediately after the close of the afternoon session afford an opportunity for discussing prin-

ciples in the light of experience, and for giving helpful suggestions, encouragement, and inspiration.

Teachers in training are required to observe the same hours as teachers regularly employed.

MODEL AND PRACTICE SCHOOLS

The following pages contain a brief report of the work actually done in the eight grades of the Windham Street school during the year ending June 22, 1900.

GRADE I

English.—Daily, 155 minutes

Reading from blackboard and charts: subject matter, toys, pets, other objects, and stories. Silent reading, followed by oral expression or by acting. After first month, work at blackboard prepares for first book to be read.

Books Read in Class

Beginner's Reading Book, 25 pp.
Arnold's First Reader, 128 pp.
Story of a Cat, Dog, etc., 44 pp.
Child Life, 127 pp.
For Childhood Days, 40 pp.
Old-Time Stories, 136 pp.

Poems Read at Sight, Some Memorized

My Shadow, *Stevenson.*
My Bed is a Boat, *Stevenson.*
The Wind, *Stevenson.*
The Swing, *Stevenson.*
Wynken, Blynken and Nod, *Field.*
Foreign Children, *Stevenson.*
Sea Song from the Shore, *Riley.*
The Owl and the Pussy Cat, *Lear.*
Alphabet Rhymes, *Lear.*

Word Study

Preparatory to every reading lesson a word study is given to teach new words. New words are written on the board by teacher, then written by the child, spelled orally, and used in sentences.

Phonetics

Daily drill in sounds of letters and groups of letters to aid in clear enunciation and recognition of new words.

Language

Oral.— Telling what has been read silently.
Reproduction of stories.
Poems recited.
Story of poem told.
Correction of mistakes in speech.

Construction.— Sentences built from words (on cardboard) from blackboard copy or book.
Poems built from words or lines.
Children write, from copy on board or paper, summary of lesson, etc.
Training to use of capitals and punctuation from first.

Spelling in connection with word study as in II. Special emphasis is laid on most commonly used words. Words written at board and spelled orally.

Penmanship

Words and sentences written on board and on paper.

History.—Daily, included under English.

History not differentiated from Literature in this grade.

Stories told to children:

Old Pipes, *Stockton.*
Bremen Musicians, *Grimm.*
Red Riding Hood.
Rikki-Tikki-Tavi, *Kipling.*
Lobo, *Thompson.*
The Wise Men.
Christmas Stories.
Dog of Flanders, *Ouida.*
Peggy's Garden, *Thaxter.*

Geography.—Daily, included under Science.

Recognition of land and water forms of the vicinity.
Much of the work under Science is commonly treated in geographies, but in a less complete manner.
Cardinal and semi-cardinal directions.

Arithmetic.—Daily, 20 minutes.

Children taught to recognize, name, and describe common units of measure: inch, foot, yard, square inch, square foot, cubic inch, 2-inch cube, square-inch prisms from 1 to 12 inches in length.
Counting accurately to 100.
Children measure lines, surfaces, solids. Comparison of lines, surfaces, solids.
Children construct with measures, surfaces, and solids of given dimensions. Work described, *e. g.*, "This solid is 8 inches long, 2 inches wide, and 1 inch high. It contains 16 cubic inches."

Science.—Daily, 20 minutes.

Ten weeks of the fall and ten weeks of the spring are given to the study of plants and animals.
In the second year the work of the first is reviewed and extended according to growth of children.
Observation of weather—temperature, direction of wind, aspect of sky, etc., to get standards for comparison with climate of other places.
Fall, winter, and spring aspects of catkin-bearing shrubs and trees of vicinity.
Excursions made to places where objects studied are seen in natural environment.
Dispersion of seeds.
Minerals collected for study. Other minerals and metals supplied.
Recognition; Properties; Uses of quartz, feldspar, mica, hornblende, gneiss, granite, marble, graphite, lead, brass, tin, iron, copper, zinc.
Lessons in hygiene, with special reference to needs of children.
Lessons in plant development through school garden. Each child has his own garden.
Work of bees, earth worms, toads, birds, etc., studied in connection with gardening.

Music.—Daily.

Rote singing..
Folk-songs of many nations.
Hymns.
Much singing every day.

Drawing.—Daily.

Water color and drawing.
Representation of plant forms in connection with nature work.
Paper cutting.
Illustrative work in connection with literature.
Fruits and leaves.
Dolls and furniture.
Clay modeling.
Spectrum colors.

GRADE II

Books Read in Class

English.—Daily, 160 minutes.

Jack and the Beanstalk, 76 pp.
For Childhood Days, 104 pp.
Snowdrop and Other Stories, 76 pp.
When I was a Little Girl, 190 pp.
Plant Life, *Bass*, 147 pp.

Poems Read, Some Memorized

Calico Pie, *Lear.*
Lady Moon, *Lord Houghton.*
Dan and Dimple, *Cary.*
One, Two, Three, *Bunner.*

Seven Times One, *Ingelow.*
Three Little Bugs, *A. Cary.*
A Drummer, *Sangster.*
Block City, *Stevenson.*
The Busy Bee, *Watts.*
Bandar-Log, *Kipling.*
A Ship Coming Home.
The Lost Doll, *Kingsley.*
Bird Trades.
Talking in Their Sleep, *Thanes.*

Word Study

New words learned preparatory to reading lesson. Words cut from papers and pasted in blank books in alphabetical order. These are used as spelling books.

Language

Oral.— Extension of work begun in first year. Children's work is more independent.
Written.— Extension of instruction in use of capitals and punctuation. Copying from board sentences drawn from reading and other lessons.
Reproduction of science and literature lessons

Spelling

Work continued as in first year.
Words from Rice's Rational Speller.

Penmanship

Copying.
Work continued as in first year.
Pen and ink used. Children write from copies.

History.— Daily, included under English.

History and Literature not yet differentiated.

Stories told to children:

The Flax Plant, *Andersen.*
The Buckwheat, *Andersen.*
Bremen Musicians, *Grimm.*
Rikki-Tikki-Tavi, *Kipling.*
Stories of Indian life and customs.
Stories of Eskimo life and customs.
Stories of Negro life and customs.
Stories of Swiss life and customs.
Stories of Greek life and customs.

Geography.— Daily, included under Science.

Continuation of work begun in first year, extending it according to development of children.
Under other subjects is taught much that is often included under geography, *e. g.*, drawing to scale for map work, minerals, soil, thermometer, rain, dew, etc.

Arithmetic.— Daily, 25 minutes.

More difficult work with surfaces and solids than in I. Problems solved with material in hands of children.
Exercises with lines and surfaces. Cubic and liquid measures. Pound, half pound, quarter pound, ounce, are taught. Square yard, 3-inch to 6-inch cubes.
Some results and operations connected with the solution of problems expressed in figures.
No abstract work is attempted in this grade, but children become acquainted with some number facts in connection with problems. This comes through use of material.
No attempt is made to teach number facts apart from problems. Children gain facts more effectually through work with material.

Science.— Daily.

Work of Grade I continued and extended.

Drawing.— Daily.

Water color and drawing.
Flowers and seeds from the school gardens.
Subjects in connection with spring and fall nature study.
Plant and animal forms connected with school gardens.
Paper cutting.
Simple designs with figures suggested by nature subjects.
Dolls and furniture.
Original illustrations for stories in literature.
Clay modeling.

GRADE III

Books Read in Class

English.— Daily, 170 minutes.

Great Americans for Little Americans, 159 pp.
Robinson Crusoe, 110 pp.
Fifty Famous Stories, 172 pp.
Legends of the Red Children, 128 pp.

Poems Memorized

What Does Little Birdie say? *Tennyson.*
Thankfulness, *Sangster.*
November.
Little White Lily, *Macdonald.*
September, *H. H. Jackson.*
October, *H. H. Jackson.*
Answer to a Child's Question, *Coleridge.*
The Lamb, *Blake.*
What Robin Told, *George Cooper.*
The Clover, *Jelliffe.*
Bandar-Log, *Kipling.*
The Lost Doll, *Kingsley.*
Seven Times One, *Ingelow.*
The Land of Story Books, *Stevenson.*

Word Study

Word-study in preparation for reading continued.

Language

Training in narrative and description as opportunity is afforded by instruction in other subjects. Oral lessons precede written lessons, special attention being given to mechanical details, *e. g.*, spelling, punctuation, penmanship. Models of letters, etc., are studied and copied as standards, preceding original work. Correction of errors. Language work based on Southworth and Goddard's First Lessons in English.

Spelling

Daily exercises. Words from Rice's Rational Speller.

Penmanship

Daily exercises. Writing from copies.

History.— Daily, included under English.

Ideas of other peoples and other lands obtained through stories illustrated by maps and pictures.
Eskimo, Negro, North American Indian, Hindoo, Swiss, Greek, German.
Early history of Willimantic. Oldest buildings. Nathan Hale. Israel Putnam.

Geography.— Daily, 15 minutes.

Careful study of brook near school, including source, basin, erosion, supply, banks, bed, slope, channel, current, silt.
Study of city map.
Application of brook study to Willimantic, Connecticut, Mississippi, Colorado Rivers.
Pictures used: Mountains—Rocky, Alleghany. Volcano. Plain. Valley. Plateau.
Land and water features of earth's surface studied in connection with particular features.
Use of globe: Rotation of earth. Names of continents.
Map making.
Reading of Seven Little Sisters.
Oceans named.

Arithmetic.— Daily, 45 minutes.

Exercises in imaging, comparing, constructing carried on with material used in previous year. More difficult work is done with liquid and dry measures.
Problem work more difficult.
One period daily given to concrete work, and one to formal abstract work. In the latter period pupils gain practice in working rapidly and accurately with number facts.
Addition, subtraction, multiplication, and division are taught. Long division not taught in III.

Science.— Daily, 20 minutes.

Continuation of weather observation.
Fall and spring work along same lines as in I and II, the work extended to suit growing capacity of children.
Winter work: Physical properties of air. Lessons on evaporation. Air and fire. Use of drafts for stoves, etc. Lessons on fuels and foods. Lessons in hygiene.

Music.— Daily.

Continuation of previous work.
Simple reading of one-part songs begun.

Drawing.— Daily.

Pencil and color work.
Materials taken from children's gardens.
Fruits.
Spring flowers and twigs.
Brush work.
Free-hand paper cutting.
Drawing of materials in connection with science.
Illustration work in connection with other subjects.
Drawing of animals.

GRADE IV

Books Read in Class

English.— Daily, 150 minutes.

Fifty Famous Stories, 50 pp.
Alice in Wonderland, 190 pp.
Through the Looking Glass, 210 pp.
Williams' Choice Literature, 70 pp.
Ballads and Tales, 60 pp.

Poems Memorized

Little Boy Blue, *Field.*
Japanese Lullaby, *Field.*
September, *H. H.*
October, *H. H.*
The Oak, *Tennyson.*
Fairy Artist.
Winter, *Cooper.*
The Builders, *Longfellow.*
The Daffodil, *Wordsworth.*
Seven Times One, *Ingelow.*
The Brook, *Tennyson.*
June, *Lowell.*

Dictionary Study

Three words (average) from reading lesson daily.

Language

Oral reproduction of stories, lessons, etc.
Science lessons written from memory.
Discrimination in spelling where words differ in meaning but are similar in sound.
Written : Writing from dictation on board and on paper.
Letter-writing continued.
Comparison of adjectives. Hyphen. Quotation marks. Abbreviations.
Dictionary study as above.
Language work based on Southworth and Goddard's First Lessons in English.

Spelling

Daily exercises. Words from Rice's Rational Speller.

Penmanship

Daily exercises.

History.— Daily, 20 minutes for a few weeks.

Life and times of Marco Polo. Columbus.

Geography.— Daily, half year, 20 minutes.

Study of North America.
Highlands.
Plains.
Rivers.
Lakes.
Coast features.
Islands.
Climate.
Soil.
Products.
Exports.
Imports.
Industries.
People.
Political divisions.
Cities.

South America.

Following same outline as above.

Text-book : Frye's Primary Geography.

Arithmetic.— Daily, 45 minutes.

Concrete.— Daily exercises to gain practical familiarity with linear, square, cubic, dry, liquid measures, weights.
Problems requiring construction with lines, surfaces, solids.
Some problems made by children.

Abstract.— Daily exercises to gain facility in addition, subtraction, multiplication, division.
Long division.
Drill on tables.
Text-book: The Werner Arithmetic, Book I.

Science.— Daily, 30 minutes.

Weather observations continued. Temperature averaged by month and by season. Moon's phases.
Study of oak trees in Willimantic.
Fruits, fleshy and dry. Work continued from III.
Common minerals.
Fire, fuel, carbon, products of combustion, air.
Bones and muscles.
Common birds and records.
Conversational lessons in physiology and hygiene.

Music.— Daily.

Exercises in simple reading continued.
Folk-songs and hymns continued.
Songs selected from the compositions of the masters.

Drawing.— Twice a week, 30 minutes.

Water color and drawing.
Fruits.
Flying seeds.
Birds and flowers (spring).
Spectrum colors — tints and shades.
Paper cutting (in two tones).
Historic figures.
Original figures.
Drawing of objects having opposite sides similar, using brush or pencil.
Simple perspective work.
Drawing of animals.

GRADE V

Books Read in Class

English.— Daily, 140 minutes.

Mopsa the Fairy, 243 pp.
A Dog of Flanders, 48 pp.
Story of Troy, 123 pp.

Poems Memorized

September,	*H. H. Jackson.*	Hohenlinden,	*Campbell.*
October,	"	The Cloud,	*Shelley.*
Mont Blanc,	*Byron.*	The Cuckoo,	*Wordsworth.*
Christmas Time,	*Scott.*	Marco Bozzaris,	*Halleck.*
A Sea Song,	*Riley.*		

Dictionary Study

Five words (average) daily from reading lesson.

Essays Written

Life of Helen Hunt Jackson.
Cultivation of Cotton.
The Weather that Cotton needs.
How Cotton is prepared for the Mills.
Story of a Spool of Thread,
Story of an Apple Woman.
Jack — A Character Sketch.
Visit to Fairyland.
Life of Jean Ingelow (in three parts).
The Alps.
A Christmas Story.
Life of Shelley (in three parts).
What I should have seen in Athens, 430 B. C.
The Plow.
The Grass Family.
Cultivation of Wheat.

Language

Work of preceding grades continued.
Lessons reproduced in writing without aid of topics.
Writing from dictation.
Letter-writing continued.
Dictionary study as above.
Work based on Southworth and Goddard.

Spelling

Daily exercises.

Penmanship

Daily exercises.

History.— Daily, half year, 25 minutes.

Geography of Greece.
Ancient Greece.
The Spartans and Athenians.
Marathon — Miltiades.
Thermopylae — Leonidas.
Salamis — Themistocles, Aristides.
Plataea — Pausanius.
Age of Pericles.
Grecian architecture. What we have borrowed from it.
Alexander.

Geography.— Daily, half year, 25 minutes.

South America.
Continued from last year.
Europe.
Studied in same order as North America in Grade IV.
Text-book : Frye's Primary Geography.

Arithmetic.— Daily, 50 minutes.

Concrete.— Daily work with solids, surfaces, and lines.
Fractional parts.
Original problems made by pupils.
Abstract.— Long division.
Decimals to thousandths.
Percentage begun.
Text-book : The Werner Arithmetic, Book II.

Science.— Daily, 30 minutes.

Weather observation continued.
Observation of length of day.
Life history of cotton plant and cotton industries.
Examination of musical instruments to find how sound is produced. Vibration of strings, reeds, air, etc. Stringed instruments made to study pitch, effect of length, thickness, tension of string. Scale ; how constructed. Tuning instruments. Noise. Echo. Hearing trumpet. Speaking tube. Sound by wind over a chimney ; other wind instruments. Rate at which sound travels.
Mathematical geography, 4 weeks.
Revolution and rotation of earth.
Day and night.
Simple lessons on latitude.
Study of grass family.
Detailed study of wheat ; cultivation, growth, marketing — 6 weeks.

Music.— Twice a week, 30 minutes.

Continuation of previous work.
Exercises in two-part reading.

Drawing.— Twice a week, 30 minutes.

Drawing and painting of leaves, flowers, and grasses.
Illustrative work in connection with geography, literature, and history.
Drawing of animals with brush and with pencil.
Drawings of single objects and of groups of objects.

GRADE VI

Books Read in Class

English.— Daily, 120 minutes.

Stories of the Old World, 109 pp.
Sketch Book, 101 pp.
The Voyage.
Rip Van Winkle.
The Widow and her Son.
Legend of Sleepy Hollow.
Philip of Pokanoket.
The Nürnberg Stove, 226 pp.
Grandfather's Chair, *Hawthorne*, 54 pp.

Poems Memorized

September, *H. H. Jackson.*
Heroes, *Proctor.*
Autumn,
Lines on First Looking into Chapman's Homer, *Keats.*
Lady of the Lake — Invocation, *Scott.*
Lucy Gray, *Wordsworth.*
I Wandered Lonely as a Cloud, "
Paul Revere, *Longfellow.*
Westminster Bridge, *Wordsworth.*

Dictionary Study

Six words (average) daily selected from reading.

Essays Written

Subjects based upon reading —
- Helen Hunt Jackson.
- The Cotton Plant.
- Manufacture of Cotton.
- Keats (three parts).
- What Became of Creusa.
- Hosmer Mountain (description).
- Reproductions from Sketch Book.
- Descriptions of Hall.
- Descriptions of Nuremburg.
- Story of Hirschvogel.
- August — a sketch.
- Dorothea — a sketch.

Language

Essays related to other school work.
Essays are corrected, rewritten, and so form basis for continuation of work of previous year.
Work of pupils growing in independence.
Chapters II-VII, Southworth and Goddard's Elements of Composition and Grammar.
Dictionary study as above.

Spelling

Daily exercises.

Penmanship

Daily exercises.

History.— Daily, 25 minutes.

Oral reading and discussion of U. S. history.
The following books read in class by the pupils and discussed :
- History of United States, *Pierson*, 115 pp.
- Making of New England, *Drake*, 243 pp.
- Stories of American History, *Dodge*, 176 pp.
- Pioneer Stories of Mississippi Valley, *McMurray*, 173 pp.

Characters and incidents introduced in the work of literature, such as Philip of Pokanoket, followed out by reference to other books.

Geography.— Daily, 25 minutes.

Continuation of South America.
United States.
- Position.
- Boundaries :
  - Natural.
  - Political.
- Size :
  - Surface.
  - Plateaus.
  - Mountains.
  - Plains.
  - Valleys.
- Drainage :
  - Rivers.
  - Lakes (use).
- Coast.
- Maps made with each topic.
- Natural resources.
- Manufactures.
- Cities.

Carpenter's Geographical Reader — North America.—Read in class.
Text-book: Frye's Geography.

Arithmetic.— Daily, 40 minutes.

Continuation of measure work through problems in capacity, areas, perimeters.
Percentage based upon conditions met in the class-room.
Common fractions. Review of decimal fractions. Denominate numbers.
The Werner Arithmetic, Book II, has been completed with the exception of subjects represented by pp. 154-204, 256-269.

Science.— Daily, 35 minutes.

Weather observation continued.
Cotton, same as V.
Temperature sense.
Expansion. Breaking of glass by heat. Thermometer. Conduction of heat. Clothing. Heating of liquids. Winds. Ventilation. Drafts. How ice keeps refrigerators cool. Perspiration as cooling agent. Rain. Dew. Fog. Cloud. Steam heating.
Mathematical geography. Seasons reviewed and studied more fully.
Latitude and longitude. Hygiene.
Clothing, perspiration, ventilation.

Music.— Daily.

Three-part songs from same sources as in IV.

Drawing.—Twice a week, 30 minutes.

Mechanical drawing.
- Simple problems, use of terms, etc.
- Geometrical figures suitable for repetition in design.

Water color and drawing.
- Designs for cover of literature papers.
- Sketches in black and white.
- Nature subjects.

Drawing in light and shade from groups of objects.
Review of color work and pasting of original designs in dominant and contrasted harmonies.

GRADE VII

Books read in Class

English.—Daily, 120 minutes

Rip Van Winkle, *Irving*, 14 pp.
Legend of Sleepy Hollow, *Irving*, 27 pp.
Idylls of the King, *Tennyson*, 82 pp.
Harold, *Lytton*, 158 pp.
Talisman, *Scott*, 44 pp.

Poems Memorized

September, *H. H. Jackson.*
October, *Bryant.*
Robert of Lincoln, *Bryant.*
Sir Galahad, *Tennyson.*
Prelude II — Vision of Sir Launfal, *Lowell.*
Ye Mariners of England, *Campbell.*
The American Flag, *Drake.*
O Richard, O My King, *Sedaine.*
Lady of the Lake, Canto I, *Scott.*
A Musical Instrument, *Browning.*
Ancient Mariner, *Coleridge.*

Dictionary Study

Ten words (average) daily from reading lesson.

Essays Written

Life of Bryant.
Life of Tennyson.
Story of Lancelot and Elaine.
Life of Scott.
Character sketches in imitation of Irving.
Frequent short sketches in connection with literature.
The Early Britons.
The Saxon Conquerors of England.
William the Conqueror.
Richard and the Crusades.
The Cotton Plant.
Cotton Manufacture.

Language

Daily exercises in oral and written reproduction.
Continued attention to mechanics of writing.
Practice in letter-writing.
Parts of speech.
Chaps. VII–XII, Southworth and Goddard.
Work of previous years continued and adapted to the growing maturity of pupils.

Spelling

Daily exercises.

Penmanship

Daily exercises.

History.—Daily, 30 minutes.

English History.
- Successive conquests of England, with their influence upon the growth of English nationality.
- Development of English people along political, industrial, social, and literary lines.
- Growth of constitutional liberty.
- Influence of France, Spain, and Germany upon England.
- Accessions of territory, with their influence upon history.
- All designed to form a basis for intelligent study of American history.

Geography.—Daily, 25 minutes.

British Isles.
- Situation.
- Natural features.
- Climate.
- Natural resources.
- Manufactures.
- Commercial relations with United States and other countries.
- Commercial routes.
- Cities.

India.
- Same points, with history leading to English occupation; especially history of East India Company.

Canada.
- Same as above, with history.

Other English possessions in America.
Australia.
- Same as above.

English possessions in Africa.
- As above.

Text-book: Frye's Geography.

Arithmetic.— Daily, 40 minutes.

Review of common and decimal fractions.
Denominate numbers.
Percentage.
Books used:
The Werner Arithmetic, Book III,
pp. 24–25.
" 34–35.
" 44–45.
pp. 54–55.
" 81–115 (omitting algebra).
" 121–126.
Wentworth & Hill Manual, pp. 1–27.
" 38–45.
" 58–64.
Problems connected with measurement of room and contents.

Science.— Daily, 30 minutes.

Stages of cotton culture and manufacture.
Light — Why intensity decreases with distance. Shadows. Eclipses. The eye and its hygiene. Common mirrors. Bending of light. Magnifying glasses.
Mathematical geography.
Earlier work reviewed.
Change of seasons.
Sun, Moon.
Physiology and hygiene of the eye.

Music.— Twice a week, 30 minutes.

Work increasing in difficulty.

Drawing.— Twice a week, 30 minutes.

Working drawings.
Perspective.
Drawing of objects in straight and turned positions.
Water color — Pencil, pen and ink.
Sketches.
Nature subjects.
Drawing in light and shade.
Design.
Initial letters for essays.
Original titles.
Covers for literature papers.

GRADE VIII

Books Read in Class

English.— Daily, 80 minutes.

Lady of the Lake, 206 pp.
Captains Courageous (read rapidly), 323 pp.
Julius Cæsar.
Merchant of Venice.
As You Like It.
Birds and Bees, 88 pp.

Poems Memorized

Red Thread of Honor, *Doyle.*
Lay of the Last Minstrel (selection), *Scott.*
The Way to Heaven, *Holland.*
Ode to Winter, *Campbell.*
Snowbound (two hundred lines), *Whittier.*
Selections from Biglow Papers, *Lowell.*
The Happy Warrior (32 lines), *Wordsworth.*

Dictionary Study

Eight words (average) daily selected from literature.

Etymology

Four words daily studied with reference to force of prefixes, stems, and suffixes.
Text-book: What Words Say, *Kennedy.*

Essays Written

Campbell.
Kipling.
Scott.
Shakespeare.
Daily themes during fall term, limited to one page. Subjects sometimes chosen by pupil, sometimes assigned.

Language

Dictionary study, etymology, and essays as above.
Grammar begun Febuary 1st.
Review of parts of speech.
Analysis of simple sentences.
Southworth and Goddard completed.

Spelling

Daily exercises. Rice's Rational Speller.

Penmanship

Daily exercises.

History.— Daily, 50 minutes.

General survey of American History.
Text-book: Montgomery's United States History.

Geography.— Daily, 50 minutes.

Geography of United States, with special reference to commerce. Railroad and ocean routes especially emphasized.
Text-book: Frye's Geography.

Arithmetic.— Daily, 30 minutes.

The Werner Arithmetic, Book III, completed, except partial payments, square root.

Science.— Daily, 35 minutes.

Properties of Magnets studied experimentally.
Battery made by pupils.
How telegraph works.
Electric bell.
Burglar alarm.
Heating effect of current.
Electric light.
Plating.
Readings from Shaler's Geology.
Mathematical geography reviewed.
Lessons on Hygiene.

Music.— Twice a week, 30 minutes.

Previous work continued.

Drawing.— Twice a week, 30 minutes.

See Grade VII.

SECURING POSITIONS

While no guarantee can be given that positions will be found for graduates, all possible assistance is rendered.

More teachers than graduate could be placed every year.

LIBRARY

The library is one of the most valuable laboratories connected with the school. It contains nearly six thousand volumes, and as these have been selected to meet the requirements of the school it is especially valuable as a working library. There are duplicates of books in frequent demand. Students have freest access to the shelves.

The privileges of the library are extended by mail without charge to graduates teaching in this State.

GYMNASIUM

A physical examination of all pupils is made at the beginning and at the end of the junior year.

All pupils are required to wear gymnasium suits while at work in the gymnasium.

Those who prefer to make gymnasium suits before entering the school can obtain directions by writing to Miss Jennie E. Chapin, director of gymnastics.

The cost of suits made to order at the school is about $3.50.

VISITORS

All departments are open to visitors interested in education. Teachers from schools of the State are especially welcome.

Teachers may arrange to spend several days or weeks at the school, and to such every attention will be shown.

THE DEMAND FOR TRAINED TEACHERS

The Normal schools cannot supply the demand for trained teachers. Many towns and districts in the State employ, so far as possible, only trained teachers.

There is ample encouragement for college graduates and

others of liberal education to prepare themselves for teaching by taking the Professional Course.

This survey shows that this school, with its instructors, its collection of books and apparatus, its activity in progressive teaching, its gratuitous instruction, is able to offer decided advantages to all who intend to be teachers.

It is a mistake to suppose that it is well to teach a year or two before coming to the Normal school. The purpose of the Normal school is to protect children from inexperienced teachers. The Normal school, however, has much to offer to teachers who have had long and successful experience.

This school intends to be in accord with the spirit of progress. It has in mind particularly the interests of the children of the State, and it is perfectly willing to break with precedent for the sake of providing the commonwealth with good teachers.

EXPENSES

Willimantic is a city of about ten thousand inhabitants. Railroads from six directions enter the city, making it easy of access from all parts of the State.

The advantages of the school are offered free to all who declare their intention to teach in the common schools of this State.

Necessary text-books are provided without charge. Pupils are advised, however, to purchase certain reference books.

The attention of persons of limited means is especially called to the fact that the expense of living in Willimantic is materially less than in cities of larger size.

The average cost of board and washing is about $3.50 a week where two occupy the same room. The total average cost per pupil, not including the amount paid for clothing and traveling, is thus less than $200 per year. Some do their own housework and reduce the expense of board to one-half or two-thirds the sum named above.

Comfortable rooms and good board can be secured after students arrive in Willimantic. The principal will assist newcomers in finding boarding places. Those desiring such assistance are advised to write to the principal as early as possible.

GRADUATION

A diploma is awarded to those who attain the required standard of scholarship in every prescribed subject, and who exhibit a fair degree of skill in teaching and in governing children.

Pupils are excused when they have satisfied the requirements of the school. Diplomas are presented at the close of the summer term only.

STATE CERTIFICATE

Students of the Normal-Training schools will receive a diploma of graduation only when they have passed the State examination and secured at least an elementary certificate.

Candidates for the State certificate who have satisfied the requirements of the school will be excused from writing preliminary papers on recommendation of the principal. Everyone must demonstrate ability to keep a register correctly.

GRADUATES

JUNE 22, 1900

Name	Teaching Address
Barry, Helen T.	Westchester
Bissell, Alice G.	Windham
Boden, Caroline	Coventry
Brigham, Abigail W.	Danielson
Carpenter, Ethel L.	Woodstock
Casey, Julia A.	Salisbury
Chaffee, Gertrude A.	Thompson
Chandler, Emma S.	Not teaching
Chandler, Jennie M.	N. Grosvenordale
Chesebro, Grace E.	Stonington
Cleaveland, Blanche E.	Madison
Freeman, Carrie J.	E. Windsor Hill
Galligan, Mary A.	Norwich
Gordon, Clara J.	Montville
Gray, Rose E.	Killingly
Hazard, Amey A.	Stonington
Hinckley, May E.	Norwich
Irving, Helen G.	Scotland
Loomis, Caroline B.	Liberty Hill
Lyon, Bertha E.	Mianus
McComb, Elizabeth	Norwich
McGowan, Mary E.	Waterville
Meunier, Irma T.	North Windham
Murphy, Mary A.	Bozrahville
Ollweiller, Josephine	Not teaching
Palmer, M. Anabel	Norwich
Perkins, Alenda M.	Willimantic
Potter, Sara Alice	Abington
Reed, Alice M.	Willimantic
Smith, Rose F.	Bristol
Stanton, Ella C.	Hartford
Stearns, Mildred	Danbury
Sullivan, Mary	Greenwich
Thatcher, Minnie S.	E. Orange, N. J.
Torrey, Grace L.	Moosup
Wilcox, Inez L.	Middletown

KINDERGARTEN TRAINING CLASS

Name	Teaching Address
Bass, Mary F.	Poquonock
Hickey, Agnes G.	Willimantic
Setchel, Anna E.	Norwich

LIST OF STUDENTS

Seniors

Name	Town P. O. Address	City Address
Baldwin, Georgie A.	*Windham* (*Willimantic*)	115 Prospect
Beebe, Marion G.	*Norwich*	
Blackmar, Mae	*Killingly*	153 Church
Bowers, Florence Estella	*Tolland*	225 Church
Bowler, Catherine R.	*Windham* (*Willimantic*)	108 Jackson
Brooks, Edith A.	*Norwich*	144 Spring
Burroughs, Myrtis E.	*Killingly* (*Danielson*)	147 Prospect
Carpenter, Anna L.	*Windham* (*Willimantic*)	156 Prospect
Cary, Alice B.	*Windham* (*Willimantic*)	39 Ash
Casey, Katheryne E.	*Norwich*	
Collins, Nellie T.	*Windham* (*Willimantic*)	77 Lewiston Av.
Congdon, Mary E.	*Windham* (*Willimantic*)	32 Spring
Gallup, May E.	*Windham* (*Willimantic*)	278 Prospect
Garde, Andrew E.	*New London*	196 Prospect
Griffith, Daisy Delpha	*Syracuse, Ohio*	318 Valley
Griffith, Jessie DeWolf	*Syracuse, Ohio*	318 Valley
Helion, M. Katherine	*Hartford*	46 Windham
Hewitt, Nellie P.	*Preston* (*Poquetanuck*)	144 Spring
Keigwin, Ida Mabel	*Colchester*	114 Spring
Kelley, Mary Eliza	*Killingly* (*Dayville*)	153 Church
Lanphear, Mabel A.	*Chaplin* (*North Windham*)	69 Turner
Lathrop, Mabel	*Windham* (*Willimantic*)	18 Hewitt
Leonard, Mary B.	*Windham* (*Willimantic*)	78 Walnut
Lincoln, Grace A.	*Windham* (*Willimantic*)	89 Maple Av.
Lyman, Bertha E.	*Windham* (*Willimantic*)	68 Maple Av.
Malone, Mary Agnes	*Norwich* (*Greeneville*)	
Murtagh, Julia F.	*Norwich*	237 Valley
Pegrum, Lillian I.	*Watertown*	144 Spring
Pendleton, Susan B.	*Hebron*	
Perkins, Viola M.	*East Lyme* (*Niantic*)	46 Windham
Remington, Maude S.	*Windham* (*Willimantic*)	176 Prospect
Smith, Florence A.	*Stafford* (*Stafford Springs*)	114 Windham
Steves, Elizabeth S.	*Ansonia*	198 Summit
Wilbur, Edith May	*Griswold* (*Glasgow*)	122 Bridge
Woodward, Florence G.	*N. Stonington*	58 Spring
Woodworth, Elizabeth Rogers,	*Killingly* (*Danielson*)	13 Turner

JUNIORS

Adams, Helen Quinby,	*Windham* (*Willimantic*)	283 Lewiston Av.
Anthony, Martha I.	*Scotland*	31 Pearl
Anthony, Mary Maud	*Scotland*	31 Pearl
Barrows, Mary Isabelle	*Norwich* (*Norwich Town*)	
Barry, Annie Frances	*Norwich*	
Bennett, Anna Casleu	*Hartford*	196 Church
Billings, Lucy	*Stonington*	58 Spring
Bristol, Ethel Moseley	*Brooklyn, N. Y.*	12 Oak
Burke, Mary Gertrude	*Norwich*	
Burnett, Sara	*Killingly*	30 River
Cherry, Elizabeth M.	*Norwich*	30 Pearl
Commins, Ida M.	*Providence, R. I.*	153 Church
Cunningham, Josie Story	*Windham* (*Willimantic*)	16 Union
Daniels, Grace Lillian	*Windham* (*Willimantic*)	287 Summit
Dunlevy, Julia Teresa	*Windham* (*So. Windham*)	
Earle, Elizabeth	*New Haven*	318 Valley
Finnegan, Catherine	*No. Canaan* (*Canaan*)	84 Windham
Foley, Elizabeth C.	*Windham* (*Willimantic*)	273 Main
Gallup, Bertha Christina	*Windham* (*Willimantic*)	30 Pearl
Good, Julia Imelda	*Norwich* (*Thamesville*)	31 Center
Goodwin, Grace L.	*No. Canaan* (*Clayton, Mass.*)	54 Prospect
Greene, Florence R.	*Manchester* (*S. Manchester*)	185 High
Hoar, Helena A.	*Norwich*	28 Summit
Hoxsie, Ellie Elizabeth	*Canterbury*	122 Bridge
Hubbell, Muriel F.	*Brooklyn, N. Y.*	114 Windham
Kelley, Catherine	*Norwich*	
Kelly, Antoinette	*New Hartford* (*Pine Meadow*)	106 Prospect
Kennedy, Annie J.	*Stonington* (*Westerly, R. I.*)	28 Summit
Kent, Edith May	*Putnam*	
Kneeland, Josephine	*Columbia*	100 High
Kneeland, Julia H.	*Columbia*	100 High
Lincoln, Ida B.	*Windham* (*Willimantic*)	89 Maple Av.
McCormack, Thomas Edward	*Windham* (*Willimantic*)	933 Main
McNamara, Jennie Ellen	*Norwich* (*Norwich Town*)	19 River
Martin, Clara Elliott	*Pomfret* (*Elliott's*)	
Martin, Gertrude Hakes	*Windham* (*Willimantic*)	62 Fairview
Mills, Lewis S.	*Canton* (*Canton Centre*)	36 Windham
Morrison, Annie Loretto	*Windham* (*Willimantic*)	35 Spruce
Murphy, Agnes C.	*Norwich*	
Murphy, Katherine C.	*Norwich*	
O'Connell, Mary E.	*Norwich*	
Packer, Laura Lewis	*Groton* (*Mystic*)	176 Prospect
Peck, Edna D.	*Franklin* (*Yantic*)	104 Walnut
Regan, Mary E.	*Windham* (*Willimantic*)	83 Oak
Remington, Ada Mansfield	*Windham* (*Willimantic*)	176 Prospect
Russ, Cora May	*Mansfield* (*Mt. Hope*)	185 High
Saunders, Winifred	*Waterford*	185 High
Skelley, Winifred Annie	*Norwich*	41 Lewiston Av.

Smith, Esther L.	*East Haddam*	19 River
Sonk, Henrietta A.	*Windham* (*Willimantic*)	859 Main
Sowerbutts, Grace Lillian	*Montville*	30 River
Spaulding, Lillian May	*Brooklyn*	122 Bridge
Spencer, Mabel E.	*Windham* (*No. Windham*)	
Stark, Bertha M.	*Lebanon*	104 Walnut
Vallette, Edna Vivian	*Windham* (*Willimantic*)	100 Quercus Av.
Whitaker, Mabel Emma	*Windham* (*Willimantic*)	
White, Anna Elizabeth	*Ridgefield*	162 Jackson
White, Grace C.	*Ridgefield*	162 Jackson
Woodruff, June J.	*E. Lyme* (*Niantic*)	3:8 Valley
Woodworth, Sarah E.	*Tolland* (*Merrow*)	204 Summit
Young, A. Idella	*Voluntown*	58 Spring

KINDERGARTEN TRAINING CLASS

Dimmick, Maud E. Willimantic Normal, '95	*Windham* (*Willimantic*)	42 High

SPECIAL STUDENTS

Bass, Clare F. Brown University, '00	*Scotland*	36 Windham
Craigie, Louise Miller, Oswego Normal, '89	*Oswego, N. Y.*	46 Windham
Hamlin, Mary W. Willimantic Normal, '92	*Windham* (*Willimantic*)	153 Church
Hickey, Agnes G. Willimantic Normal, '00	*Windham* (*Willimantic*)	154 Jackson
Perkins, Alenda M. Willimantic Normal, '00	*Windham* (*Willimantic*)	195 High
Reed, Alice M. Willimantic Normal, '00	*Stafford* (*Stafford Springs*)	216 S. Main
Trounson, Mary P. New Haven Normal, '96	*Norwalk* (*E. Norwalk*)	122 Bridge
Vernon, Adelaide W.	*Providence, R. I.*	84 Windham

ATTENDANCE BY TOWNS

Thirty-six towns are represented, as follows:

Ansonia	1	New Haven	1
Brooklyn	1	New London	1
Canterbury	1	North Canaan	2
Canton	1	North Stonington	1
Chaplin	1	Norwalk	1
Colchester	1	Norwich	17
Columbia	2	Pomfret	1
East Haddam	1	Preston	1
East Lyme	2	Putnam	1
Franklin	1	Ridgefield	2
Griswold	1	Scotland	3
Groton	1	Stafford	2
Hartford	2	Stonington	2

Hebron	1	Tolland	2
Killingly	5	Voluntown	1
Lebanon	1	Waterford	2
Mansfield	1	Watertown	1
Montville	1	Windham	32
New Hartford,	1		
Total			99
Other States: New York	3		
Ohio	2		
Rhode Island	2		
			7
			106

ATTENDANCE BY COUNTIES

Counties	Students	Towns
Hartford	3	2
New Haven	3	3
New London	33	14
Fairfield	3	2
Windham	45	8
Litchfield,	3	2
Middlesex	1	1
Tolland	8	5
	99	37

SUMMARY

Graduates, 1900	39
Senior Class	36
Junior Class	61
Kindergarten Training Class	1
Special Students	8
Whole number enrolled in Normal Department	106
Pupils in Model and Training Schools	546

UNIVERSITY OF ILLINOIS-URBANA
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